DOCUMENT RESUME

ED 392 311 FL 801 104

AUTHOR Messmer, Bet; Pemberton, Kristeen
TITLE Workplace ESL: Low Investment/High Yield Assessment and Customizing.
INSTITUTION Santa Clara Unified School District, Calif.
PUB DATE 29 Mar 95
NOTE 52p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Curriculum Development; Educational Needs; Evaluation Methods; Instructional Development; *Literacy Education; Needs Assessment; Personnel Policy; *Program Design; Questionnaires; Reading Instruction; Records (Forms); Second Language Instruction; *Student Evaluation; Teacher Selection; *Vocational English (Second Language)

ABSTRACT

A variety of materials and forms used in the development of vocational English-as-a-Second-Language (ESL) programs for industry employees are provided, with little narrative information. They include: a list of criteria for teacher selection; forms for recording contacts with companies; a list of information sources and content areas and several forms to be used in curriculum needs assessment; forms for assessing specific workers' communication skill needs; guidelines for assessing workers' English language and communication skills; a questionnaire to determine workers' preferences for course content; a description of the first four class sessions of one course; a form for planning a lesson based on a teacher-selected scenario; a list of resources for needs assessment and curriculum development, background information on worker education, oral communication, cultural diversity, ESL instruction, and meeting and presentation skills; a list of statements adapted from a personnel policy manual and personnel assessments; a sample in-class reading comprehension test; a form for customizing company curricula; and some classroom instructional materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 311

TESOL/CATESOL
Long Beach, California
March 29, 1995

WORKPLACE ESL

LOW INVESTMENT/HIGH YIELD ASSESSMENT AND CUSTOMIZING

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elizabeth Messmer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Bet Messmer
Educational Options
bmessme@cello.gina.calstate.edu

Dr. Kristeen Pemberton
San Jose State University &
Educational Options

Educational Options
Santa Clara Unified School District
1840 Benton Street
Santa Clara, CA. 95014
(408) 243-3981

5/95

FL801104

BEST COPY AVAILABLE

CRITERIA
used by Training/Resource Personnel for the selection of VESL Instructors

Experience

Business savvy

Skilled in assessment

Skilled in designing customized curricula to meet Co. needs

Excellent communicator with managers of trainees

Excellent professional role model

Skilled in designing a practical way of assessing results

Possess a spirit of adventure, willing to try new things

Willing and able to follow through on long-term results

Thanks to Pat Cross of KOMAG for this list. Messmer & Pemberton TESOL 1995

DATA DIGEST, begun at first contact.

Company Contact's Card

Company: _____

Contact person:_____
Best times to call:

Trainee data: Number:
Language/other background info:

Job title(s) or description:

Goal(s) for training:

Time windows:_____

Site:
Location_____ Room_____
Will we have access to:
Supervisors?_____ Advisory group?_____

blackboard ___ white board____ flip chart____ markers___ photocopier_____
overhead projector___ TV/VCR_____ binders_____ manuals_____
memos, procedures, benefits info or performance review forms as appropriate

Comments:

Training dates_____Time_____, Days_____; Assessment dates _____
Invoice terms/dates:_____
Agreement *re* guidelines if re-scheduling necessary:_____
Badge needed?

Contacts:
Date____Topic_____
Action_____
_____
Date____Topic_____
Action_____
_____
Date____Topic_____
Action_____
_____

Some Resources which can help determine needs and inform development or adaptation of curriculum:

- LIBRARIES
- COMPANY NEWSLETTERS, PRODUCT DESCRIPTIONS and PROMOTIONAL INFO
- BULLETIN BOARDS
- COMPANY TRAINING SESSIONS
- COMPANY TRAINING MATERIALS
- NEW EMPLOYEE ORIENTATION INFO
- POLICY MANUALS, PROCEDURE GUIDES
- JOB DESCRIPTIONS
- PERFORMANCE REVIEW FORMS
- COPIES OF MEETING AGENDAS
- FORMS AND PAPERWORK which trainees deal with
- SAFETY PRECAUTIONS, PRODUCT LABELS
- TOUR OF WORK SITE and WORK STATIONS
- INTERVIEWS AND OBSERVATIONS
- "FRIENDLY" SECRETARIES, RECEPTIONISTS, CUSTODIANS

Checklist 4-1 Issues to Determine Critical Skills

Issues	Comments
☐ Description of the job tools	
☐ Reference materials and equipment used	
☐ Job performance environment[a]	
☐ Expected outcomes from task and job performance	
☐ Critical job elements or tasks	
☐ Criteria for judging high quality job and task performance	
☐ Specific problems with performance	
☐ Characteristics of less than adequate task performance.	
☐ Workplace conditions affecting quality of task performance	
☐ Discrepancy between employee and supervisor perceptions of high quality task performance	
☐ Discrepancy between employee and supervisor perceptions of the skills needed.	

[a] Note the number of staff working on a task and job simultaneously, and physical environment of the work

Use the checklist to formulate an interview approach that enables you to translate employee and supervisor descriptions of a job into the skills needed to do the job and the level of skill proficiency required for it. Your analysis should distinguish between skills which are imperative for effective job performance and those that are more peripheral.

Checklist 4-3 Interview Guidelines to Establish Literacy Requirements

Before Conducting Interviews Have You:

- ☐ Reviewed job descriptions–for the position under analysis, the next level below it, and the position above it
- ☐ Reviewed job functions–for the position under analysis, the next level below it, and the position above it
- ☐ Reviewed previous training materials–for the position under analysis, the next level below it, and the position above it
- ☐ Reviewed performance standards–for the position under analysis, the next level below it, and the position above it
- ☐ Scheduled interviews of selected employees
- ☐ Structured supervisor interviews for 25 minutes or less
- ☐ Structured employee interviews along with observation of that employee[a]
- ☐ Followed Planning Team recommendations

While Conducting Interviews Have You:

- ☐ Interviewed all direct supervisors on targeted job performance
- ☐ Interviewed at least one employee suggested as exemplary in task performance for each supervisor interviewed
- ☐ Interviewed managers—if they manage the department in which the job is performed, or manage an interdependent department (*i.e.*, either provide materials for use in a targeted task or use results from it)

[a] The length of employee observation and interview is affected by the frequency of task performance. Tasks may be done daily, weekly, monthly. If these are key tasks with unique requirements for skills, interview discussion and simulation may substitute for direct observation. This affects the length of time needed for observation and interview. The shortest possible time to obtain reliable and valid information should be designed to reduce disturbance.

BEST COPY AVAILABLE

Workplace Learning Provider's Manual. California Dept. of Education, Adult Education and Job Training Unit and PMRA. Sacramento, CA: CDE, 1993. $25. 916-445-1260. (Principles and ideas especially useful with big budget programs and adaptable to low-budget. Helpful checklists and engrossing case studies.)

Exhibit 5-1 Curriculum Principles

1. It targets job-related skills identified in the LNA.
   Principle: Research indicates that people learn more rapidly and are able to retain more of what they learn when job-related materials and tasks are used in instruction.
2. It includes job-related problems and simulated situations that call for the use of basic skills as they are used on the job.
   Principle: Teaching literacy in a job context, using a functional context approach, is more relevant for workers and therefore more motivating and transferable
3. It uses actual job materials as instructional texts.
   Principle: The more a learner can identify with and understand the purpose for learning a skill, the more efficient the learning is likely to be.
4. It builds on the employees' knowledge of what's needed to do the job.
   Principle: Researchers have found that background knowledge can account for up to four grade levels of reading ability with a given topic and print format. Building on that knowledge enhances ability to apply newly acquired skills.
5. It provides opportunities to link basic skills to critical thinking.
   Principle: The more a learner can test how to apply new skills, the more a learner will be effective in using them appropriately.
6. It gives employees the opportunity to work together and learn from each other.
   Principle: The social context of learning is a very important support structure for the learner.
7. It is linked to the goals of the company and participating employees.
   Principle: Successful WPL programs have support from all levels of the organization.

Exhibit 5-2 Test for an Effective Curriculum

Identifies Organization Needs

- Specifies job performance requirements
- Identifies critical tasks and critical skills for them
- Identifies learner needs
- Determines WPL objectives
- Determines WPL program evaluation criteria

Designs Curriculum to Meet Organization Needs

- Identifies curriculum goals, objectives, and skill outcomes
- Reviews and selects instructional strategies to meet needs
- Reviews, selects or develops instructional materials and equipment to meet needs
- Obtains instructional resources
- Identifies indicators and measures of program success
- Trains staff in curriculum objectives and strategies, workplace needs, and indicators of success

Develops Appropriate Implementation Strategies

- Orients learners to curriculum objectives
- Identifies specific needs of learners relevant to curriculum and program participation
- Adjusts strategies to accommodate learner characteristics

Develops Evaluation Strategies

- Reviews, selects or develops methods to evaluate program effectiveness and efficiency
- Determines how data will be used to illustrate program strengths and weaknesses relative to curriculum focus and how it is implemented
- Develops procedures for monitoring program performance and identifying issues of concern in a timely fashion.

WORKPLACE LEARNING PROVIDER'S MANUAL. CA Dept. of Education and PMRA. Sacramento. CA 1993
Reproduced with permission.

[redacted] Meeting August 11

NEEDS ASSESSMENT with Managers & Supervisors (prior to curriculum development)

Prime needs?

Immediate: Pass assessment

Paraphrase type of problems, so that we can prepare trainees? Mike

Near Future: Interview

Behavioral Interview? - check with Peggy?

Long Term: Build skills needed in new job/self-directed work team environment?

Overall communication/ESL

Clarification strategies

Cultural considerations related to SDWT?

Writing and Reading communication skills

Examples

With whom will trainees be communicating in new position?

(P=present; F=future)	Read	Write	Listen	Speak	Telephone
Supv				P F	
Team mates					
Next shift					
Engineer					
Others					

Specify "Others" _____

Prime focii?

CASAS check list. Please use COMMENTS section to add specifics. Check or highlight as applicable in the "MUST KNOW"and "Not needed for Program/Job"columns. HIGHLIGHT TEXT to indicate 5 prime focus areas for this training.

Are supervisors willing and able to be involved?

Providing input to trainers

Encouraging trainees in applying what they learn, giving feedback if requested

Providing feedback to trainer on progress of trainees,

Input on new goals or revising focus

Class consultant - would each give at least one half hour to class?

Able to talk with class, (or part of class), be interviewed?

Present a sample problem (preferably with real "props") so that class can discuss/problem-solve, develop a plan of action and communication required to deal with the situation.

Provide samples and examples we can build curriculum around.

Allow trainees to bring other objects, etc., to class to use for problem-solving and as springboard for communication, written and oral.

NEEDS ASSESSMENT with Managers &
Supervisors (prior to curriculum development)

Interviews

Manager_____ Dept._____

Employees: Categories of jobs: Description of work:

Interview questions for supervisors/managers:

1. Does the employee's limited English interfere with the work?

2. Do they require closer supervision?

3. Have they less job flexibility?

4. Is time wasted? How much?

5. Are there safety problems?

6. Are there aspects of the job that have to do with waste, quality, appearance, etc. that are difficult to get across?

7. Are records accurate?

8. Are there misunderstandings with native English speakers? With non-native English speakers?

9. What happens when there are breakdowns and emergencies?

10. Are there good operators who can't progress in the dept?

11. Is less initiative shown than you would like to see?

12. Does the training you give assume a certain level of English?

Social Interaction
Machine breakdowns
Working close to other people
Coffee breaks, lunch, cafeteria
Shift change activities

Language of the immediate job situation
Language used in the normal routine of the job
Language required for regular interruptions
Explaining a difficulty arising in the course of the job
Requesting assistance from a supervisor
Recognizing codes, labels, names, numbers, etc. used on the job
Carrying out verbal instructions relating to any part of process
Understanding [redacted] regulations
Keeping written records
Emergencies

Language for flexibility and increased responsibility
Some understanding of all operations on the whole site
Ability to carry out and give accurate instructions
Using English with a wide variety of people
Intelligible pronunciation
Ability to read essential written matter in the plant
Keeping written records
Simple arithmetic required

Language for simple social contact
Correct forms of greeting, parting, address
English for routine situations
Discussing things that have happened at the worksite
Families, jobs, clothes, health

Language for formal personal situations
Procedures for welfare, discipline, grievances
Explaining absence or lateness
Contact with union officials, meetings
Contact with supervisors--wages, holidays, leave
Contact with management

Attitudinal factors affecting the use of English
Behavior of supervisory staff
  Their use of English (speed, style, consistency)
  Their confidence in the workers
  Their general behavior (attitude, demands, sociability)
  Use of interpreters
Behavior of fellow workers
Transferred styles of verbal behavior from the native language
Cultural behavior
Personal habits
Attitudes

NEEDS ASSESSMENT with managers & supervisors (prior to curriculum development)

TO: Supervisor _____
FROM: _____, VESL Instructor
RE: Input for Vocational English-as-a-Second-Language Class

Name of Potential Student_____

Position_____

In what areas do communication problems arise? Indicate on the following scale by circling 1 for no problem and 5 for a major problem. Circle NA if the item is irrelevant.

JOB-RELATED ITEMS:						
Understanding job responsibilities. . . .	1	2	3	4	5	NA
Understanding verbal instructions	1	2	3	4	5	NA
Understanding performance evaluation and ranking	1	2	3	4	5	NA
Understanding written instructions. . . .	1	2	3	4	5	NA
Following directions.	1	2	3	4	5	NA
Following safety rules and practices. . .	1	2	3	4	5	NA
Understanding/correcting work error . . .	1	2	3	4	5	NA
Pronouncing words with clarity.	1	2	3	4	5	NA
Reporting problems with efficient speech.	1	2	3	4	5	NA
Using written grammar correctly	1	2	3	4	5	NA
Asking for clarification when necessary .	1	2	3	4	5	NA
Explaining/advising	1	2	3	4	5	NA
Awkward situations arise from lack of general conversational understanding .	1	2	3	4	5	NA
Confidence in using English	1	2	3	4	5	NA
DEPARTMENT-RELATED ITEMS:						
Understanding workplace culture	1	2	3	4	5	NA
Understanding dep't. rules/procedures . .	1	2	3	4	5	NA
Writing status notes/messages	1	2	3	4	5	NA
Following production changes.	1	2	3	4	5	NA
Using the telephone	1	2	3	4	5	NA
COMPANY-RELATED ITEMS:						
Understanding company benefits, etc. . .	1	2	3	4	5	NA
Complying with attendance/punctuality policies	1	2	3	4	5	NA
Understanding and completing forms. . . .	1	2	3	4	5	NA

Please add any comments about problems not addressed above.

_____

_____

_____

and SKILLS
NEEDS ASSESSMENT with Trainees
(prior to curriculum development)

Assessment of English Language Levels

Although it is possible to test learners in order to place them in the program, structured interviews might be more appropriate and informative. Tests have the advantage of providing a standardized measurement of progress, but most standardized and validated tests measure a formal knowledge of language structures, rather than the communicative abilities of the learner/worker in the workplace. Moreover, the construction of even a simple test, which has to be standardized and validated, takes a lot of time and experience. Besides, candidates for ESP courses are not usually from sophisticated educational backgrounds, and they may feel intimidated by or resentful of testing procedures. They may also suffer some anxiety that their scores on an English test will be used as a basis for firing them.

Thus, interviews offer a better approach and provide more information upon which the course can be designed and evaluated in terms of learner success. (The bottom line must be the worker's improved ability to communicate on the job after the course.) Structured interviews offer a workable solution to the problem of how to assess the learner/worker's knowledge of English. When possible, the interview should be held in a relaxed setting and include information on the following:

- Social contact
- Job specifics
- Literacy

The following example is for the elementary level. Other, similar tests would have to be devised for higher levels:

Social Contact

Instructor	Learner/Worker's Replies	
	Acceptable	Unacceptable
1. Opening greetings	1	0
2. Self-identification: What's your name?	1	0
3. How do you spell your name?	1	0
4. Where do you live?	1	0
5. Which country are you from?	1	0
6. Do you have family here?	0	1
7. How long have you worked here?	1	0
8. Where did you work before?	1	0
9. What's the name of your supervisor?	0	1
10. How do you spell that name?	0	1
TOTAL SCORE:	7	3

ESL in the Workplace. CAL Refugee Education Guide, Ad. Ed. Series #14, 1982. Reproduced with permission of CAL.

BEST COPY AVAILABLE

Job Specific

A similar outline can be made for the instructor to question the worker on his or her job. The questions can be as follows:

1. What's your job?
2. What do you do in your job?
   On an assembly line, for instance?
3. What happens to the product before it reaches you?
4. What do you do to it?
5. What happens to the product after it leaves you?
6. What time do you start work?
7. What's the first thing you do when you get to your work station?
8. Do you get more work done in the morning or in the afternoon?
9. What problems do you have in this job?
10. Who do you go to if you need help?

Literacy

A rough assessment of reading and writing skills can be obtained by giving the worker a form to fill out--name, date of birth, country of origin, occupation, place of work, etc. Or the worker could be asked to complete small tasks, such as the ones which follow:[3]

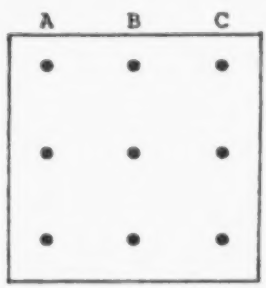
Directions: Circle the number that is the same as the first number:

1.	A10109	A11009	A10109	A01019	A01010
2.	06B7845-0978	06B745-0978	06B7844-0987	0B67845-097B	06B7845-0978
3.	6XR12	6XR13	6X6R12	6XR12	6XRR12
4.	D8A0774661	D80774616	D8A0746611	DDA0774661	D8A0774661
5.	S44T533X-01	S44T35X-01	S44T533X-01	544T53X-01	S4T43551-0X

Directions: Draw a picture to match the directions.

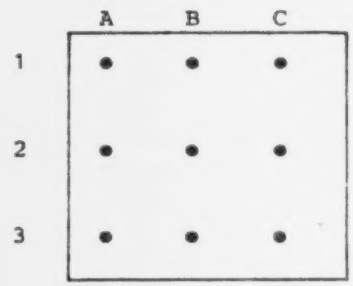
Example:

1. Add a jumper from A1 to B3.

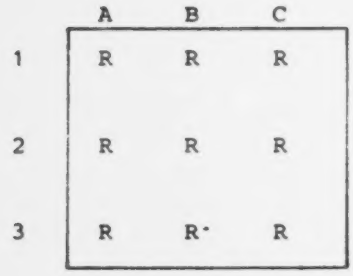


ESL in the Workplace. CAL Refugee Education Guide, Ad. Ed. Series #14, 1982. Reproduced with permission of CAL.

2. Add jumpers from A1 to B1
   B1 to C1
   C2 to B3
   A3 to B2
   C3 to B1



3. Remove R at B2, C1.



During this testing, it may become apparent that some of the learner/workers have difficulty in coping with literacy. If this is so, the groups should be divided into those with strong literacy skills and those without. This should be done regardless of the levels of English. (The guide ESL in the Multilevel Class, already referred to, advises on how to deal with this problem.)

It will be helpful if the instructor can keep records of these interviews, as this will cut down on paper work, and the recordings made before a course can be compared with recordings made on completion of the course.

All of this seems like it will take a lot of time. How much time should be spent on preparation? This depends on:

- the amount of money available for preparation
- the amount of experience in organizing ESP courses
- the size of the project
- the complexity of the work itself

Obviously, the amount of preparation time decreases as the instructor gains experience in assessing needs, analyzing systems and procedures in the work-place, and selecting appropriate materials.

An experienced ESP instructor, who sets up an ESP program for an electron-

ics company, calculated spending about 30 hours of preparation time as follows:

Interaction with managers, supervisors, and co-workers:	4 hours
Interaction with limited-English speaking employees:	4 hours
Observation in the workplace:	8 hours
(It should be noted that security procedures in the plant curtailed these three activities.)	
Analysis of interaction and observation:	4 hours
Testing and grouping of learner/workers:	3 hours
(This did not include the writing of a special diagnostic test.)	
Program outline, plus lesson outline for the first five lessons:	8 hours
Total Preparation Time:	31 hours

Assessment of Communicative Needs

The instructor should conduct a formal interview with at least one learner per job. If the learner/worker does not have sufficient English to answer the questions, it may be possible to turn to another worker, who can interpret, or to call upon a local ethnic self-help group for an interpreter. If these options don't exist, the instructor will have to ask to work supervisor to answer some of these questions.

The aim of the interview is to establish a profile of the ways in which English does--or does not--serve the learner/worker in the workplace and to target the needs he or she has to communicate in English.

The questions in this interview are adapted from John Munby's Communicative Needs Processor,[4] which is part of an ambitious project for defining the content of a specific purpose language program. A full execution of the type of investigation advocated by Munby is impractical for most ESP instructors, but the present exercise is extremely useful for directing attention towards the learner/worker and for sensitizing the instructor to areas of language use which may otherwise have gone unnoticed. For instance, in the section on channels of communication, the instructor may learn that the P.A. system is an important channel of communication and, so, needs some treatment in the course.

ESL in the Workplace. CAL Refugee Education Guide, Ad. Ed. Series #14, 1982. Reproduced with permission of CAL.

The interview covers 8 areas:

1. Personal
   - Language background
   - Cultural background
2. Purpose
   - Occupation for which English is needed
3. Setting
   - Physical and psychosocial setting in which English is used
4. Interaction
   - Role relationships
5. Instrumentality
   - Speaking and writing, receptive and productive
   - Face-to-face, telephone
6. Target level
   - Level of competence required in English
7. Communicative events
   - What the learner/worker has to be able to do in English
8. Attitudes
   - Attitudinal tones the learner/worker is required to master

We have conducted an interview to cover these areas and have included the answers here. (See pp. 22-25.) This questionnaire is extensive, and instructors need not be overly concerned if they cannot obtain answers to all the questions; in fact, some information may have to be learned by observation in the workplace or by asking co-workers. (Remember that in some cases people will say what they think you want to hear. It takes time to develop a relaxed atmosphere which encourages candid answers.)

Program Design

Few materials exist for ESP courses, and in most cases teachers will be obliged to adapt or write materials themselves. Indeed, if a course is being presented specifically for a company, management will expect to see materials created to reply to their special needs.

202-298-9292
CAL Wash. D.C.

ESL in the Workplace. CAL Refugee Education Guide, Ad. Ed. Series #14, 1982. Reproduced with permission of CAL.

VESL SCREENING INTERVIEW
for

_____

Department:_____
Supervisor:_____
Native language_____ Years of schooling (#) _____

PART I. INTERVIEW (5-10 min.)
(Interviewer: Write exact words of speaker. This item provides a speech sample, employee's perceived needs and expectations (1), employee's understanding of the work context (2), and employee's attitude toward two aspects of his/her job (3).)

1) Tell me one or more ways you think this class can help you.

2) What products/services does this company offer to consumers?

3) What do you like (a) best...(b) least...about your job?

Information from Part II
Score on dictation part of test:_____(35 words, 5 periods)
40

Holistic scoring of writing sample: 1 2 3 4 5
Descriptors:

MONITOR'S DIRECTIONS FOR WRITING ASSESSMENT (10-20 minutes only)

Part A: Sentences for dictation (Repeat only once if requested)
1. [redacted] began in 1939.
2. It's one of the fifty largest companies in the United States.
3. They've got 93,290 employees.
4. [redacted] introduced its 32-bit superchip in 1982.
5. The company makes 13.2 billion dollars a year. (*13-point-2*)

Part B: ① Job Description The objective is to find out if the employee can describe his/her work in terms of the job description provided by the employer. If the student appears hesitant, say: write a job description: what are your responsibilities?

② A Conversation If the student needs clarification, say: *Part of what we want to do in this class is to help people find the right words to engage in effective conversations, to improve workplace communications.* The dialogue they write can start on the second line if the student did not initiate the conversation. An example of a conversation with a negative result might be:

ME: _____
OTHER EMPLOYEE: Look at these damaged parts! Don't you know a bad one when you see it?
ME: I'm sorry, Mr. Smith. It's not my fault, but I'll try to repair them.
OTHER EMPLOYEE: Forget it! We're out of time. I'll do it myself.

WHOLISTIC SCORING CRITERIA

POINTS	DESCRIPTION
1	Cannot write sentences; difficulty with even single words.
2	Discomfort in writing situation; can write a full sentence but takes a long time; spelling errors; poor phrasing
3	Uses sentence structure; some problems with verb forms and tenses, yet can make self understood
4	Uses verb tenses correctly; omits occasional endings and articles; can express ideas clearly without interference from awkward phrasing/ordering
5	Fluent writer--uses variety in choice of words; uses correct verb tenses, includes articles, usually includes correct punctuation; has ability to place phrases in correct order

Name_____ Date_____

PART II. WRITTEN EXPRESSION

A. Dictation:

1. _____

2. _____

3. _____

4. _____

5. _____

B. Write sentences to answer the following questions:

1. Describe your job._____

_____

_____

_____

2. Write a conversation you've had (or heard) at work which had a negative result.

ME:_____

_____

OTHER EMPLOYEE:_____

_____

ME:_____

_____

OTHER EMPLOYEE:_____

_____

ME:_____

_____

GROUP Assessment
(prior to development of curriculum)

NAME_____ DATE_____

1. What is the main reason you are taking this class? If you have more than one reason, write the most important one first. You may write as many reasons as you wish

2. You will see a picture. Describe in detail what you see.

3. How do people learn to speak another language?

4. Dictation

ASSESSMENT of Trainees' GOALS and PERCEIVED NEEDS
(done in an early class session)

SURVEY

Please look over the list below and indicate the communication situations you would like to work on in your class. Place a check in the blanks in front of the areas most important to you.

___ 1) asking for directions or information

___ 2) asking for permission

___ 3) asking for advice

___ 4) describing situations events or problems

___ 5) making "small talk" with colleagues

___ 6) expressing ability to do something

___ 7) expressing inability to do something

___ 8) making excuses

___ 9) expressing concern, worry, nervousness, anxiety

___10) taking direct orders

___11) ordering someone else to do something

___12) giving warnings

___13) remembering, forgetting, reminding

___14) advising, suggesting

___15) recommending, insisting

___16) indicating understanding

___17) summarizing what you understand after hearing directions

___18) checking to make sure another has understood you

___19) asking for clarification when you don't fully understand

___20) speaking up at meetings

___21) disagreeing without hurting someone's feelings

___22) working with colleagues to solve problems

English-as-a-Second-Language
COURSE DESCRIPTION
August 23 - November 17
1994

Instructors: Kristeen Pemberton
Donna Meyer

Time: 3:15-5:15 P.M. Tu/Th
Location: Bldg. 91, South A Rm.

PURPOSE

Trainees are being prepared for the flexibility necessary for changing conditions in the workplace. Moving from one set of responsibilities to another may require improvement in such skills as passing written and oral examinations, participating in interviews, recognizing and addressing miscommunications, and providing oral and written descriptions of problems. The purpose of this class is twofold: 1) to provide training in spoken and written English that focuses on the necessary skills; and 2) to reorient the employees to a view of themselves as resourceful lifelong learners, who are able to communicate appropriately and contribute to workteams.

OBJECTIVES

Trainees will:

1) ask questions that reveal what information has been missed or misunderstood;

2) verbally describe conditions with phrases that provide specific information, such as size, color, number, shape, location, movement, mood, background, perspective, time, and sound;

3) demonstrate comprehension of written sentences/paragraphs by correctly answering related questions requiring inference, prediction, comparison, or other deductive reasoning, or by applying appropriate numerical processes;

4) demonstrate comprehension of oral questions by responding with complete, understandable, and appropriate answers; and

5) write memos that are complete, concise and understandable.

STUDENTS

Clare [redacted]	Ying [redacted]	Quy [redacted]	Susan [redacted]
Chun [redacted]	Socorro [redacted]	Phong [redacted]	Muoi [redacted]
Cuc [redacted]	Cher [redacted]	Alicia [redacted]	

Sept. 1,1994

To: Mary [redacted], Jannie [redacted], Muriel [redacted], Cherry [redacted]

From: Kristeen Pemberton, ESL Instructor

RE: Status Report

SUMMARY

This report delineates the course content of the first 4 classes; it also includes my personal reflections on the results of each class and my impressions of students' individual development. Following my report is a summary of students' individual reactions to the first 3 classes, rewritten by me with their final approval. (They did not wish to have copies of awkwardly written paragraphs sent to supervisors!)

CLASS 1 (AUGUST 23) ABSENTEES: Susan [redacted], Ying [redacted]

Teamwork Values, Handwriting, Vocabulary and Method for Reviewing It

It came to my attention that absentees did not believe that the first class would be important, since they thought it would be comprised of introductions. Therefore I carefully explained the importance of activities designed to promote teambuilding and reduce the formal atmosphere often associated with work meetings. Students appeared surprised at the concept, but recognized words that described feelings of anxiety, warmth, relief, shyness, etc. I used some of these words to introduce the vocabulary study method they would be using throughout the course. This method results in a format for reviewing word meanings and appropriate contexts for their use. It also requires that students (Ss) become familiar with the use of block letters, that they recognize the limitations of the use of a word according to which part of speech it is, and that they discipline themselves to use the format each time they record a word for study.

Some students believed they knew quite a bit about each other until we generated questions that would reveal something beyond where someone lived or worked or how many children they had. The icebreaker allowed them to briefly interview 3 or 4 people and the notes they took will be used later during paragraph writing instruction.

Baseline Data

Ss took a reading comprehension test of approximately 6th grade level. Scores ranged from 46% to 75% with most scoring in the 50s.

CLASS 2 (AUGUST 25)

Visualizing/Verbalizing and Vocabulary Development

As students were asked to make mental images of objects common to all and describe them, they came to realize the differences--sometimes very subtle--in different people's concepts of the same word. In their attempts to verbalize what they visualized, many word meanings were discussed. Words new to most Ss were recorded according to the study format; words significant to individuals were recorded in whatever way they wanted, usually in their first languages. Homework was assigned to prepare a picture to describe by coloring it and looking up words for any objects they couldn't name in English. They were also to choose one word to record, define and contextualize in the study form.

Baseline Data

Ss took a simple test on grammar and sentence structure. Results indicate that most former students remember what they learned in their ESL course last spring, but their application of it is inconsistent. Ss need review in basic sentence structure before paragraph development can begin. Students need access to a "Two-word Verb Dictionary" and also a thesaurus to provide them with synonyms and antonyms, the lack of which limits their ability to express themselves accurately.

CLASS 3 (August 30)

Structure of Complete Descriptions, Discerning Incomplete Information

Ss were introduced to words that can serve as the basis for checking the completeness of a description. Six fairly concrete concepts were explored through the use of the simple pictures they colored (what, where, size, color, number, and shape). A demonstration of the application of 6 more abstract structure words (movement, mood, background, perspective, when and sound) was followed by a practice period in which one member of a pair described a picture and her partner asked questions to fill in information based on the structure words.

Vocabulary Development

A wide range of attitudes towards the importance of homework surfaced as a result of last Thursday's assignment. One S did nothing. Three Ss entered several words into the vocabulary study format, and had many definitions and personal sentences for me to respond to. Most Ss did exactly as they were told. Vocabulary development, therefore, took place at different paces, as was expected. As students interacted during the visualizing/verbalizing practice session, vocabulary development was individualized.

Attendance

Although grateful for the warning, I was disappointed to find that Ss are planning vacations during the 12 week class period. I demonstrated my concern, but didn't express my great surprise over their decision to take time off during this time period. I would like feedback from supervisors about this, because it was my understanding that students who signed up for the class would not miss any sessions except of course for emergency-type reasons. I would like permission to tell them that they must either come to all the classes or drop the course. If this is not appropriate to tell them, I need to know that, too.

CURRICULUM RESOURCES (A place to hang ideas)

SITUATION: _____

Brief description or typical scenario...

Listening Comprehension

Speaking/Pronunciation

Reading Comprehension

Writing

Cultural Literacy

Computation Skills

GATHERING USEFUL RESOURCES: A "WORK IN PROGRESS"

We thank our colleagues in the Network of Educators in the Workplace, particularly Karen Barroso, for many of these titles. We welcome your suggestions for additional resources.

B=Beginning, I=Intermediate, A=Advanced. l,s,r,w=listening, speaking, reading, writing.

Needs/Skills Assessment and Curriculum Development

Business English Assessment. . Wilberg, Peter and Lewis, M. Hove, England: LTP (Language Teaching Publications)

CASAS: ***Performance-based Activities and Assessment Manual.***
Workplace Analysis: Job Profile and ***Individual Profile*** .
Employability Competency System (ECS) Appraisal .
Spanish Literacy Test.
CASAS, San Diego, CA 800-255-1035. Ext 310.

Clear Speech, Listening Test, 2nd ed. Gilbert, Judy. NY: Cambridge U. 1993.

Communicative Syllabus Design.: A Sociolinguistic Model for defining the content of purpose-specific language programmes. Munby, John. London: Cambridge U. Press. 1978. (A classic guide for determining language functions and forms needed for a specific employment situation.)

English as a Second Language: Model Standards for Adult Education Programs. California Dept. of Education Adult Education Unit. Sacramento, CA: CDE, 1992. (suggests criteria for L,S.R,W, cultural fluency and comprehensibility for each of seven levels in California's adult ESL programs and provides instructional and curricula standards which are also applicable to workplace instruction.) 916-445-1260

Language Learning Strategies: What Every Teacher Should Know. Oxford, Rebecca. Newbury, 1990. (Second language learning strategies are keyed ro each of the four language skills; includes methods for assessing trainees' learning strategies)
Oxford /AREIS U.S. Workplace Examinations. Babowal & Associates. San Jose, CA. 408-287-4252. (job-specific oral assessments)

VESL Workplace Clearinghouse Catalog. CA Dept of Ed., Adult Education Unit. contact: Jeanine Eberhardt, San Diego Comm. College. (619-265-3458)
(Public Domain copyable curricula!)

What's What: A Visual Glossary of the Physical World, rev. ed. Bragonier, Reginald, Jr. and Fisher, David. Maplewood, N. J.: Hammond, 1990. (pricey, but a good source for visuals - tools, machinery, etc.)

Background Information

American Cultural Patterns: A Cross--cultural Perspective. Stewart, Edward. Yarmouth, Me.: Intercultural Press, 1972. (Excellent way for educators to see employer's "belief system".)

Designing and Delivering Cost Effective Training and Measuring the Results. 2nd. ed. Edited by Jack Gordon, Ron Zemke and Philip Jones. Lakewood Publ. (sounded intriguing. From Marcia Conner's Favorite Books of Training Specialists, downloaded from America Online. Has anyone used it?)

Education and Work for the Year 2000: Choices We Face. Wirth, Arthur. San Francisco: Jossey-Bass, Inc., 1992. (Provides educators with rationale for alternative assessment techniques and valuable perspectives on the worplace revolution's impact on employee training.)

English in the Workplace: Vocational Proficiency. Nunan, David and Jill Burton. Adelaide, England: National Centre for English Lang. Teaching and Research, 1989.

INFO-LINE, American Society for Training and Development. 1640 King St., Box 1443, Alexandria, VA 22313-2043. (703) 683-8100. (Booklets on various topics)

Teaching How to Learn: Learning Strategies in ESL. Willing, Ken. Sydney: National Centre for English Language Teaching. I, A

Vocational ESL: A Partnership with Industry. Cindy Wilde. CA Dept of Ed. (Primer for setting up a work-site class. Succinct and useful.)

Workplace Learning Provider's Manual. California Dept. of Education, Adult Education and Job Training Unit and PMRA. Sacramento, CA: CDE, 1993. $25. 916-445-1260. (Principles and ideas especially useful with big budget programs and adaptable to low-budget. Helpful checklists and engrossing case studies.)

The *Whole World Guide to Language Learning.* Marshall, Terry . Intercultural Press 1989. (Although designed to promote self-teaching/learning, this book gives trainers handy guidelines, such as the narrative list that summarizers skill levels and a self-rating checklist leading to performance objectives for each level.)

Communication (Oral)

Clear Speech,. Gilbert, Judy. New York: Cambridge U. Press. 1993. (pronunciation. Separate teacher's manual helps novice teachers become pronunciation pros)

Communication At Work. I, A

Conversation Gambits, Real English Conversation Practices. Keller, Eric and Warner, Sylvia. Ottawa, Canada: Language Teaching Publications, 1988. I, A

Fast Fluency, Communication in English for the International Age.. Boletta, William. San Francisco, CA: Logos International, 1991.

Fifty-Fifty. Wilson, Warren. Prentice-Hall Regents I, A

Functioning in English. Mendelson, David. Hodder and Stoughton, Ltd. I, A

Living and Working in America, McSwain and Morihara. I, A

Managing People and Conflicts. Schwimmer, Lawrence. S&A Publ. (non-ESL) I

Speaking Naturally. Tillit, Bruce. Cambridge U. Press. I, A

Speaking Up at Work. Robinson, C. & Rowenkamp, J. Oxford U. Press. B, I

Cultural Diversity

American Business Encounters.. Alemany. I, A

Beyond Language. Levine and Adelman. NY: Prentice-Hall Regents. A

The *Culture Puzzle.* Levine, Baxter, & McNulty. NY: Prentice-Hall Regents.

The *Working Culture: Cross Cultural Communication for New Americans.* Hemphill. Prentice-Hall Regents.

What Are Those Crazy Americans Saying? Washington DC: SER (idioms)

Working Together. Simmons, George. Crisp Publications, Inc. I, A.

United States History Atlas. Maplewood, NJ: Hammond Incorporated, 1994.

Generic Skill Building ESL/Workplace ESL

Basic English Grammar. Azar, Betty. Prentice Hall- Regents, 1984.

Basic Grammar in Use. Murphy, Raymond. NY: Cambridge U. 1993.

Build Your Business Vocabulary. Flower, John. Hove, England: LTP, 1990.

Business Communication, Ten Steps To Success. Lougheed, Lin. Addison/Wesley 1993.

Business Correspondence, Letters, Faxes, and Memos.
Lougheed, Lin. New York: Addison Wesley, 1993.

Business English, An Individualized Learning Programme. Wilberg, Peter and Lewis, Michael. Hove, England: Language Teaching Publications, 1990.

Business Venture , 1 and 2. Barnard, Roger and Cady. Oxford: Oxford, 1994.
Communication Skills That Work, I, II. Stein, Wendy. Contemporary Bks I, A (r,w)

Day by Day. Molinsky and Bliss. Prentice-Hall Regents. B,I. (l,s,r,w)

First Class: English for Tourism. Stott, Trish and Holt. Oxford: Oxford, 1991.

Highly Recommended: English for the Hotel and Catering Industry. Revell, Rod and Stott. Oxford: Oxford. 1988.

International Business English. Jones, Leo and Alexander, Richard. New York: Cambridge University Press, 1989.

Let's Work Safely. Mrowicki, Linda. Linmore Publ. B,I (l,s,r,w)

Open For Business. Fournier, Carol Ann. Boston, MA: Heinle & Heinle 1990.

Reading Skills That Work I, II. Echaore-Yoon. Contemporary Books. I, A

Ready for Business. Vaughan, Andrew and Heyen, Neil. NY: Longman, 1990.

Tense Situations. Hartmann, Esparza, Zarian. Harcourt Brace 1984.

Working In English I, II. Robinson, Lynne. Contemporary Books. B, I (l,s,r,w)

Workskills III. Van Ormer, Kathy S. Prentice-Hall Regents. A (r,w)

Special Focus: Meeting and Presentation Skills

Listen, Speak, Present.. Cummings, Martha. Boston, MA: Heinle & Heinle 1992.

The *Language of Meetings*. Goodale, Malcolm. Hove, England: LTP 1987.

Meetings. Goodale, Malcolm. Hove, England: Language Teaching Pub. 1987.

Team Building, Continuous Process Improvement

The *Memory Jogger*, GOAL/QPC 13 Branch St., Methuen, MA (CPI pocket guide)

The *Team Handbook*. Scholtes, Peter. Joiner.
(both are non-ESL, need to adapt.)

High Tech

TESL-L and TESP-L - see attached page.

OTAN/CONNECT: Curricula Resources from the CA Dept of Ed.
Check out the Workplace Learning Archives!

Teacher's Tools. SpeakEasy Software. for IBM Compatible+Windows. (relevant and useful authoring program which enables and encourages workers with minimal literacy skills to create actual reports.)

Closed Caption TV (helps both oral and visual learners build skills and comfort)

Videos of exemplary communication situations (both successful and non-successful)

ERIC SEARCH

****

This file is from the archives of the TESL-L Electronic Discussion Forum for teachers of English as a second or foreign language. If you print out or otherwise distribute this file, we would appreciate your leaving this note at the top of it, so that our colleagues can know where it came from and how they can get further files from the archives. Access to the TESL-L archives is limited members of TESL-L. To become a member of TESL-L (which will not only give access to the complete archives, but also the chance to participate in online discussions and to join the TESL-L special interest branches) do the following:

TESL-L

Send a message to LISTSERV@CUNYVM.CUNY.EDU

sub tesl-l firstname lastname

← enter this info (only this) in "message"

For example: Sub tesl-l Bill Clinton

From: List Management <ESLCC@CUNYVM.BITNET>
Date: Sun, 12 Mar 1995 13:48:11 EST

TESP-L

Dear netters:

We are happy and proud to announce a new TESL-L branch!

TESP-L (Teachers of English for Specific Purposes) is open for business. The intrepid pioneer managers are Stephanie Stauffer of Georgetown University in Washington DC, USA, and Rick Rosenberg, who is a USIA fellow in Prague, Czech Republic.

This TESL-L branch has been a long time in coming, and it is due to the tireless advocacy and persistence of Margaret VanNaerssen (University of Pennsylvania) and a merry band of other dedicated ESP-ers that the whole thing has finally blossomed!

We who run TESL-L wish the new branch many years of profitable and fun scholarly exchanges.

TO JOIN:
To join TESP-L, you must be a member of TESL-L first. If you are a member of TESL-L, then send the following message to
LISTSERV@LISTSERV.NET

DO NOT SEND THE SUBSCRIPTION REQUEST TO eslcc@cunyvm.cuny.edu!

Leave the subject and name lines of your message blank if possible.

As text of your message, simply type:
SUB TESP-L

There is no need to type your name or address.

Enjoy!

TESL-L Management eslcc@cunyvm.cuny.edu
TEACHERS OF ENGLISH AS A SECOND LANGUAGE ELECTRONIC LIST

BEST COPY AVAILABLE

STATEMENTS ADAPTED FROM JOB DESCRIPTION/POLICIES MANUAL

Product Process Line Support (PPLS) is a non-supervisory position.

A PPLS employee is required to train and certify new employees.

The PPLS monitors work flow and secures the processing within quality standards.

Monitoring and assisting of Work In Progress (WIP) can cover a combination of mechanical, electrical or visual inspection/testing operations, in support of customer needs and production plans.

PPLS customers include CMCD, Engineering, Manufacturing, and Scheduling groups.

Typically, a majority of the PPLS time will be spent assisting/monitoring work performed by the group.

The PPLS position may require working in either qualification or non-qualification testing areas.

A PPLS employee must have an understanding of inspection principles and techniques and basic knowledge of mechanical and electrical testing related to the area of assignment.

A PPLS employee must have the ability to interpret documentation pertaining to the inspection area concerned.

Company Policies
(Written as Descriptions of Trainees' Workplace Behaviors)

Cuc's equipment was down for 15 minutes without technical support, so she notified her supervisor.

Clare gets CMCD's shipment schedule dates, so she can prioritize her team's workload.

After testing, **Phong** updated the IC-10 status document.

While monitoring equipment, **Socorro** and **Ying** checked to see that their team members performed all operations according to customer and company specifications.

Now that **Alicia** has completed the yearly certification program, she easily adheres to CMCD's ESD policies and guidelines.

All of **Cher**'s documentation is legible, accurate and written in ink.

Susan needs to be recertified, because a revision change has occurred that will effect processing in her department.

By continuously monitoring the safety of the conditions, procedures, and acts of the employees, **Lien** maintains a safe work environment.

In the supervisor's absence, **Muoi** assists the test section manager in the daily operations of her area.

Chun sees to it that time cards and vouchers are turned in on time.

QUESTIONS FOR USE WITH "STRUCTURE WORDS"

WHAT	What is it called? What are you describing? How do you spell it? What's its name?
COLOR	What color is it? Is it all one color? What does the color remind you of? Is it a dark/light/pale medium/bright/dull shade of (color name)? Is it striped/checkered/spotted/marbled/muted?
SIZE	What size is it? How big/long/tall/fat/heavy is it? Is it bigger/smaller/wider/narrower than a (noun)? How much do you think it weighs?
SHAPE	What shape is it? Is it the same shape as a (noun)? Is it round/flat/irregular/oval/square/triangular cone-shaped/umbrella-shaped?
TEXTURE	If you touch it, what does it feel like? If you could touch it, what would it feel like? Does/would it feel like glass/velvet/ice? Does it feel smooth/ rough/coarse/fluffy/hard/soft/sticky/cold/moist?
NUMBER	How many are there? Is there only/just one?
WHERE	Where is it located? Is it near the elevator/stair-well/conference room/lobby/break room/lead's desk? Is it on the wall? ...in the binder? ...overhead?
MOVEMENT	What is it doing? Is it resting against the wall? ...floating in a liquid? ...expanding/contracting? ...moving back and forth/to and fro? ...vibrating? ...melting? ...burning? ...immobile? ...cracking?
WHEN	What time of the day or night is it? Is it in the morning? ...after break? ...toward the end of the shift? ...during lunch? ...after the engineer left?
PERSPECTIVE	How far from you is it? Can you see the words on the paper? ...expression on her face? ...marks on it surface? Is it to your right/left? Are you looking up/down at it? Is it facing (away from) you?
BACKGROUND	What do the surroundings look like? What kind of day is it? Is the room well lit? Is the room dark enough? ...cool enough? ...warm enough? What is beside/behind/in front of/ it? What's behind it?
SOUND	Can you hear anything? Do you hear traffic/humming/ ringing/voices/running water/dripping/clicking?
MOOD	What is its/his/her mood? Is s/he angry/happy/shy/ anxious/sleepy/weary/playful/cautious/aggressive/ nervous/surprised/pleased/bored/worried/relaxed?

Date_____ Name_____

READING COMPREHENSION TEST

Read each of the following paragraphs and choose the sentence that best states the main idea of the paragraph.

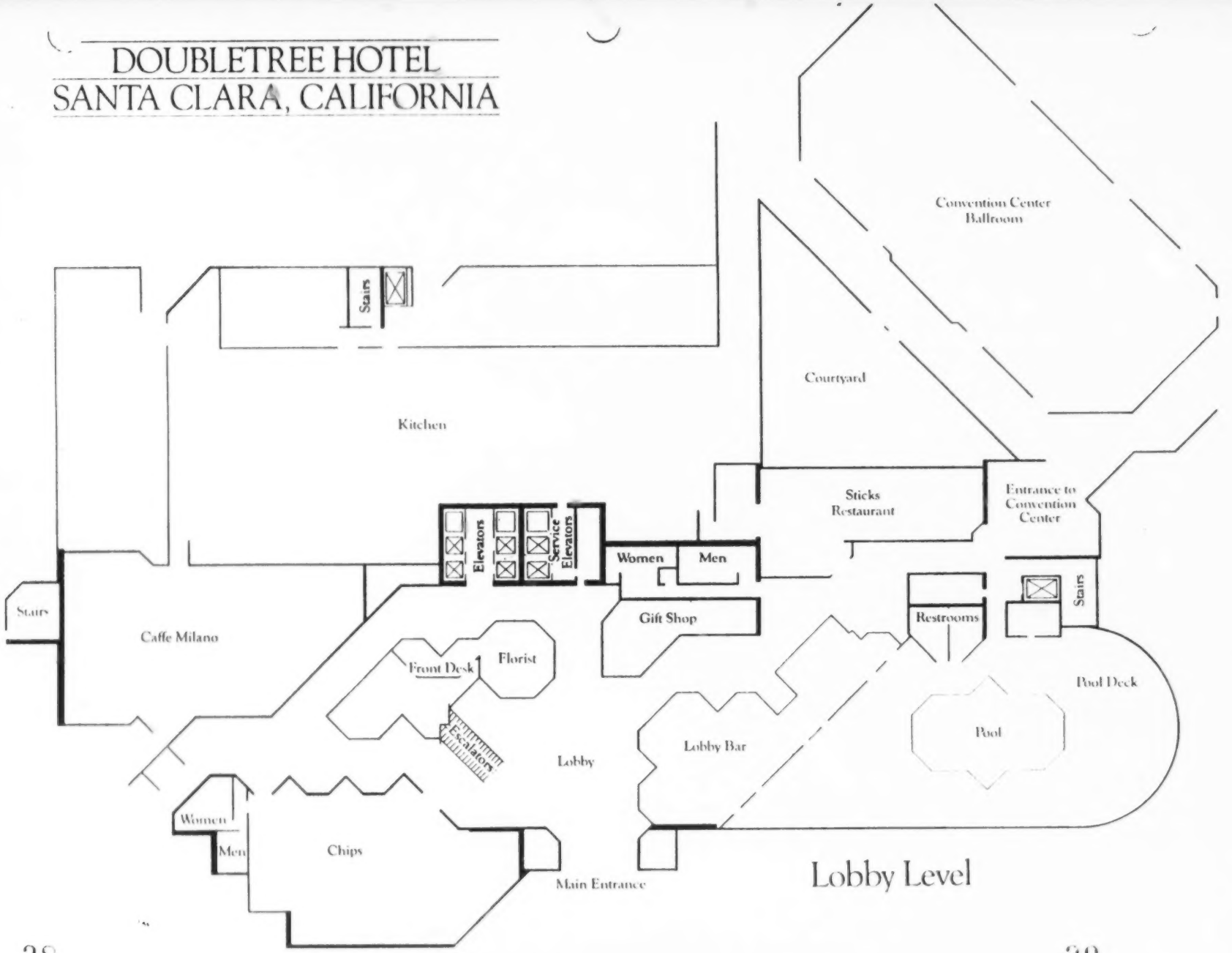
1. While best known for its computers and test equipment, [redacted] Company is also a leading supplier of components for the communications, computer equipment, industrial and automotive markets. Its products range from light-emitting diodes (LEDs) that light up the indicators on a cellular phone to fiber-optic transmitter-receivers for optical computer networks, and from optocouplers that allow "Fasten your seatbelt" signs to be turned on remotely on airplanes to chips that download television broadcast signals from satellites. [redacted]s advanced component technology can be found around the world.

Which sentence best states the main idea?
a. [redacted] is best known for its computers and test equipment.
b. [redacted] supplies components as well as computers and test equipment.
c. Besides computers and test equipment, [redacted] produces a wide range of components sold to several kinds of industries.
d. [redacted] is known world-wide for its advanced component technology.

2. The Components Group, headquartered in San Jose, developed the technology that combines optical and electronic techniques to generate visible light directly from a semiconductor chip. From the first commercially available LED, announced in 1968, to today's ultra bright red and amber LEDs, [redacted] has maintained its worldwide market leadership and continues to identify and develop new applications.

Which sentence best states the main idea?
a. The [redacted] Components group is headquartered in San Jose.
b. Ever since the first LED became available in 1968, [redacted] has been ahead of other companies in finding and developing new applications.
c. At the San Jose site, the Components Group developed a combination of optical and electronic techniques to generate light from a chip.
d. [redacted] is a leader in its development of commercially available LEDs.

DOUBLETREE HOTEL
SANTA CLARA, CALIFORNIA



Lobby Level

BEST COPY AVAILABLE

60. Are you following me?

If we have to listen to something long and complicated, we may want to ask the speaker to repeat what was said.

And if we are the person giving the information, we may want to check that the other person has understood correctly.

Work in small groups of 3 or 4. Take it in turns for one person to read the problems below. That person should use the 'checking gambits'. The listeners should use the 'repetition gambits'.

Problems

1. Start with 5, multiply by 4, divide that by 2, subtract 3, then multiply by 10, then take half of that. What do you get?

2. If you write with your left hand, but draw with the opposite hand, and kick a ball with the foot on the same side, yet put the phone to your ear on the other side, which is the side where you are short-sighted, which eye is your good eye?

3. So you want go to the stadium. Well, it's quite a long way, actually. Go straight along here till you get to the traffic lights, not the first set, the second set, then turn right, then the second on the left, then it's a straight road for about a mile till you get to the Odeon Cinema. Just past the Odeon, there's a big roundabout, go straight across it, and the stadium is in the park a couple of hundred yards on the left. It's not difficult to find!

4. Assume you have a tower made up of four building blocks: at the bottom there is a cube, then there is an octahedron (eight-faced solid), on top of which there is a cylinder, and at the very top there is a pyramid. Now suppose you put the cylinder underneath the octahedron. Then you put the cube below the pyramid. Then you put the octahedron at the bottom of the whole pile. What is the sequence of building blocks now?

5. Make up your own problem and present it to your group. Make notes to help you.

Repetition Gambits

Would you mind repeating that?

Sorry, I didn't catch the last part.

Sorry, you've lost me.

Sorry, I don't follow you.

What was that again?

Checking Gambits

Are you with me?

Are you still with me?

Is that clear?

OK so far?

Have you got it?

Do you understand so far?

CONVERSATION GAMBITS. Keller & Warner. Hove, Engl: LTP. 1988. Reproduced with permission of LTP

EDUCATIONAL OPTIONS at

BLUEPRINT OF MAJOR GOALS AND OBJECTIVES

Company - Site	**Course Title**
Contact Person	**Instructor**
Training times/days	**Training Dates**

General GOAL Statement					
Specific Objectives/ language functions	**Language structures and vocabulary**	**Training Materials**	**Activities**	**Time**	**Measurable Performance/ Evaluation**
A.					
B.					

Specific Objectives/ language functions	Language structures and vocabulary	Training Materials	Activities	Time	Measurable Performance/ Evaluation
C.					
D.					
E.					
F.					

TRANSISTOR
YIELD EXCEPTION REPORT

LOT # _____

WAF. # _____ YER LOG # _____ LINE STOPPER: YES___ NO___

P/N _____ DATE PREPARED: _____ PREPARED BY: _____

CUSTOMER: _____ STD OR HI REL: _____

OPERATION: _____ SUPERVISOR: _____

BRIEF DESCRIPTION OF PROBLEM: (Attach Any Data) QTY. IN: _____ QTY. OUT: _____

APPROXIMATE ENGINEERING COMPLETION DATE: _____

ENGINEERING COMMENTS:

DATE: _____ PRODUCTION ENGINEER: _____

INSTRUCTIONS TO PRODUCTION:

DATE: _____ HI REL CO-ORDINATOR/ ENGINEER _____

DATE OF COMPLETION: _____ PRODUCTION SUPERVISOR _____

PROJECT BACKLOG YES ___ NO___ PRODUCTION MANAGER _____

DISPOSITION CLOSE ☐ NO ACTION ☐ PUT ON PROJECT BACKLOG: ITEM # _____

0-303041 (2/82) WHITE: Eng. Coordinator PINK: Originator YELLOW: Hi-Rel Coordinator GREEN: Originator

TITLE: Packing Of Bipolar Parts In The Proper Orientation

1.0 PURPOSE

To define which way is up (when packing a part), and location of the unique (slashed or wide) lead.

2.0 SCOPE

This spec applies only the the Silicon Product line. This spec covers the following packages: 70 mil stripline, 100 mil stripline, micro-x, 04 pac, package 85, package 86, SOT 143; in the following packs: BIP strip, tape and reel.

3.0 REFERENCE

3.1 ATC's
3.2 Tape and Reel Procedure

4.0 SAFETY

Not applicable.

5.0 REQUIREMENTS AND DISPOSITION

5.1 TOP defined for a package:

5.1.1 70 mil, 100 mil, micro-x - In any package with a lid, the lid is on the TOP side.

5.1.2 04 pack - The part is molded such that the side with the number stamped on the part is the TOP side.

5.1.3 Package 85/86 - The part is molded such that the TOP side is larger in height than the bottom side. The TOP side should be laser marked or have a color dot. In addition, the Package 86 the leads are formed level with the BOTTOM of the package.

5.1.4 SOT143 - The part is molded and formed such that the leads are on the BOTTOM side. The TOP side should have a color dot or be laser marked.

5.2 TOP defined for a Pack:

5.2.1 BIP strip - When viewing a filled and closed BIP strip, the TOP side is defined as the clear plastic side through which the part can be viewed.

5.2.2 Tape and Reel - When viewing a filled and taped strip, the TOP side is defined as the side with the tape, through which the part can be viewed.

5.3 Orientation of a part in a pack:

5.3.1 BIP strip - The TOP side of any package should be visible through the TOP side of the BIP strip. Thus, the lid, the dot, or the number should be UP and visible.

BEST COPY AVAILABLE

WHATS WHAT: A Visual Glossary of the Physical World. Bragonier & Fisher. N.J.: Hammond. 1990.

DANGEROUS MATERIALS

corrosive

electrical hazard

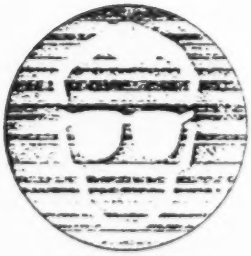
explosive

flammable

radioactive

poison

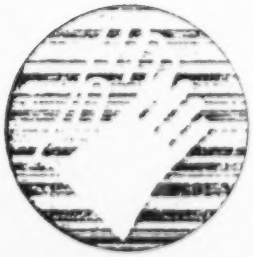
PROTECTION



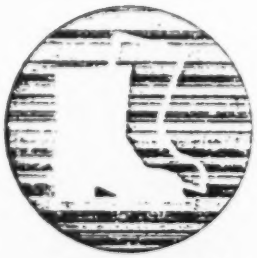
eye protection

ear protection

head protection



hand protection

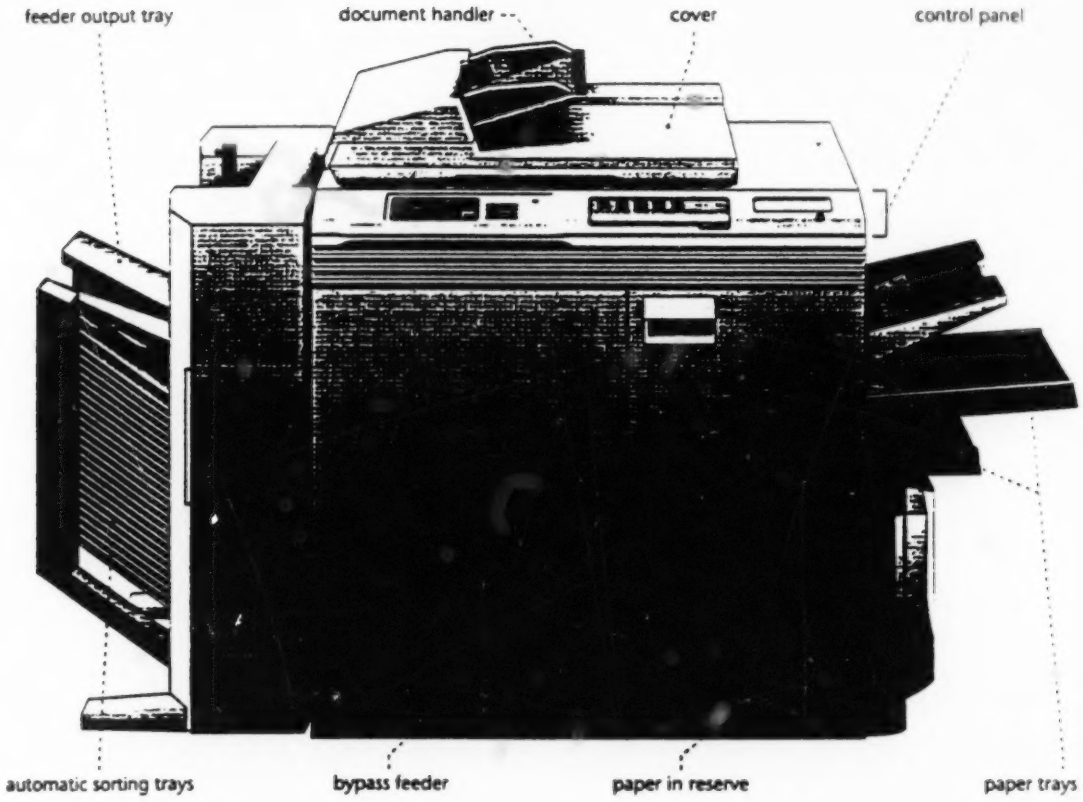


feet protection

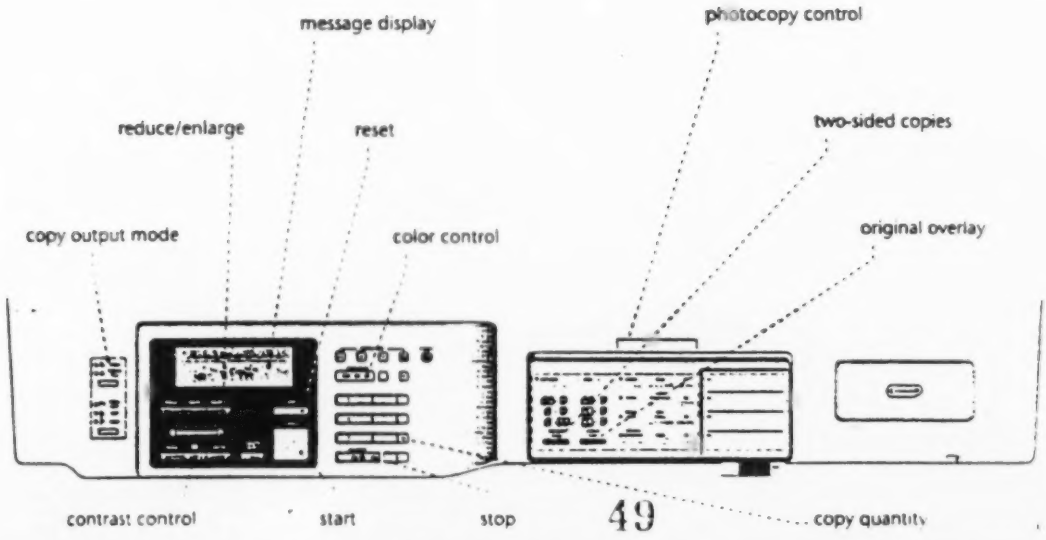
respiratory system protection

WHAT'S WHAT: A Visual Glossary of the Physical World. Bragonier & Fisher. N.J.: Hammond. 1990. Reproduced with permission of publisher's rep.

PHOTOCOPIER



CONTROL PANEL



WHAT'S WHAT: A Visual Glossary of the Physical World. Bragonier & Fisher. N.J.: Hammond. 1990.
Reproduced with permission of publisher's rep.

5. Actions in Order

Activity 1

Here are some rules from an instruction manual on how to catch a shoplifter. The order of the instructions is mixed up. You are the manager, training a new store detective. What would you say to the trainee. Use phrases from the list. First re-order the instructions.

- ○ The detective asks the shoplifter to come to the manager's office.
- ○ The detective acts as if (s)he were buying something.
- ○ The detective waits until the shoplifter has gone out of the store before stopping him or her.
- ○ When the detective sees a shoplifter taking something, (s)he does not show that (s)he has noticed.
- ○ The detective simply taps the shoplifter on the shoulder and says, "I think you have something that isn't yours".
- ○ The detective dresses as (s)he normally would to go shopping.

Activity 2

The following are some basic rules to follow if your photocopier refuses to work. The order in which to apply these rules is mixed up. Imagine you are showing a new employee what to do when the machine does not work. Re-order the rules and introduce them with phrases from the list.

- ○ Do not try to repair the machine yourself.
- ○ Press the re-start button before closing the cabinet.
- ○ Check that there is paper in the paper-feed tray.
- ○ Check the toner (black ink) level. Replace if empty.
- ○ Call the engineer if the machine is still not working.
- ○ Check that there is no paper jammed between the rollers.
- ○ Do not use a screwdriver or any other metal tool. You could easily electrocute yourself.

First of all,

Then,

Next,

After that,

Finally,

Make sure you . . .

Be careful not to . . .

Remember to . . .

Don't forget to . . .

CONVERSATION GAMBITS. Keller & Warner. Hove, Engl: LTP. 1988. Reproduced with permission of LTP

34

Why don't you . . .

You could always . . .

If I were you, I'd . . .

Why not . . .

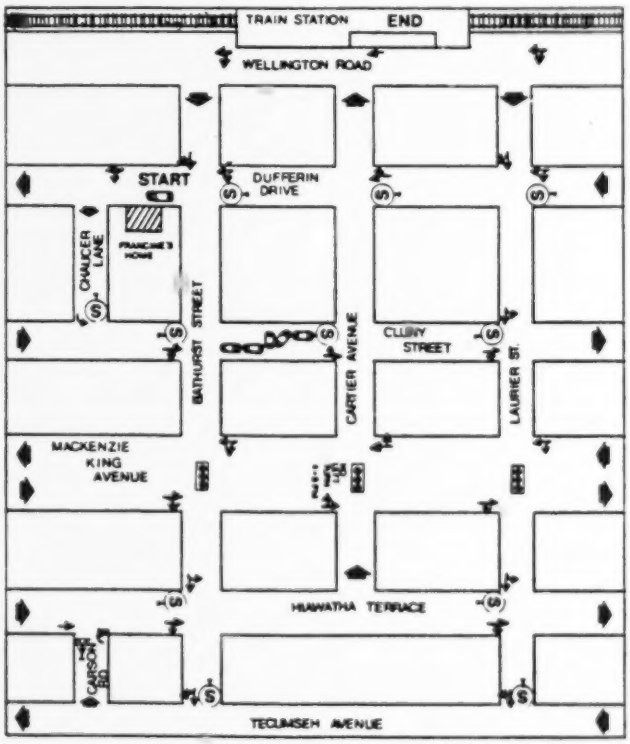
How about . . .

Try . . . ing .

24. Plan and Counterplan

It is 5.30 pm. Mark is at Francine's home where he's just had a snack. He has a lot of luggage. His train leaves at 5.45 pm. Francine offers to drive him to the railway station because she has to go out to the supermarket anyway.

Francine and Mark get into the car with 10 minutes to get to the station. It's only a short way, but more complicated than you think — especially at that time of day.



Work in pairs as the driver, Francine, and the helpful Mark, who has lots of ideas about the best possible route.

Use the phrases from the list to make suggestions .

Writing

When you have finished and have arrived at the station, write out directions for the quickest possible route a) by car b) on foot.

CONVERSATION GAMBITS. Keller & Warner. Hove, Engl: LTP. 1988. Reproduced with permission of LTP

61. Communication Problems

Sorry, what did you say?

'Sorry?

I didn't get the bit about . . .

I'm sorry I can't hear you. It's a very bad line.

Would you mind saying that again?

Could you repeat your address, please?

Could you spell it, please?

It is very easy to misunderstand someone on the telephone. We can't see the person we are speaking to. The line can be bad. There may be other noises around us. In this difficult situation, we use the phrases in the list.

Work in pairs with these serious situations. Correct communication is essential. One student is the telephone receptionist for emergencies. Take it in turns to be the caller.

Situation 1 — Fire

Caller: This is an emergency. There is a fire on the sixth floor of my block. I live on the fifth floor and there are clouds of smoke coming out of the flat above me (flat 609, 25 Sussex Drive). The hall outside my flat is filling with smoke.
Switchboard: Get the name, address, flat number, type of building. Find out if flames are visible. Tell the caller to set off the fire alarm and make sure to use the stairs, not the lift. Say the fire brigade is on its way.

Situation 2 — Police

Caller: There's a fight in a bar at 313 King Street between a big fat guy with enormous muscles and a small fat guy with a moustache who looks like a professional wrestler. They're using knives. One of them has a gun. The big guy is bleeding badly.
Police station: Get the address of the bar, a description of the men, and the name and address of the caller. Tell him that a police car will be there within minutes.

Situation 5

Think of an emergency situation which you have been involved in yourself. Act out the situation with a telephone receptionist.

Discussion

Have you ever been involved in a real-life emergency?
Tell the others about it.
Did you do the right thing?

1. Remember speakers of British English do not use *Excuse me* in this meaning. For them, *Excuse me* is used before they disturb somebody, and only *Sorry?* or *Pardon?* are possible here.

CONVERSATION GAMBITS. Keller & Warner. Hove, Engl: LTP. 1988. Reproduced with permission of LTP